DOCUMENT RESUME

ED 235 270 UD 023 120

AUTHOR	Davis, Elisabeth Fern; And Others
TITLE	Social Studies Scope and Sequence. Grades 1-5.
INSTITUTION	Duval County Public Schools, Jacksonville, FL. Office of Curriculum Development.
PUB DATE	81
NOTE	191p.; Cover title: "Elementary Social Studies."
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Adjustment (to Environment); Behavioral Objectives; Children; *Community Study; Curriculum Guides; Elementary Education; *Environmental Education; Individual Development; Lesson Plans; Resource Materials; Sequential Learning; *Social Studies; *State History; *United States History
IDENTIFIERS	Duval County School Board FL

ABSTRACT

This scope and sequence guide to Social Studies, grades 1 through 5, for the Duval County Public Schools (Jacksonville, Florida) deals with three categories: (1) a scope and sequence listing states, for each grade, a central theme with primary and secondary ideas; (2) performance objectives are based on the primary and secondary ideas; and (3) a key to recommended instructional materials is given. The theme for first grade is "You and Me," for second grade, "The Community and Me," for third grade, "You and Your Environment," for fourth grade, "Our Widening World," and for fifth grade, "Across America." Emphasis, throughout, is on the relationships between people and their environments and the changes occurring in these relationships. (CMG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

UD 023 120

ED235270

JACKSONVILLE'S TREATY OAK

ELEMENTARY SOCIAL STUDIES

1-5

DUVAL COUNTY PUBLIC SCHOOLS

JACKSONVILLE, FLORIDA • HERB A. SANG, SUPERINTENDENT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. C. Ross

Duval County Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SOCIAL STUDIES SCOPE AND SEQUENCE

GRADE 1-5

1981

HERB A. SANG, SUPERINTENDENT

SCHOOL BOARD

JAMES H. CORWIN, M.D., CHAIRMAN
JACK NOONEY, VICE-CHAIRMAN
WENDELL P. HOLMES
DONNA LUCAS
SAMUEL P. NESBITT
WENDELL C. PARKER
HARRY J. WAGNER

DR. CHARLES H. CLINE
Assistant Superintendent, Curriculum Development

JOHN A. GEILEN, JR.
General Director, Curriculum Development

PATRICIA C. GLASSER, Ed.D.
General Director, Curriculum Development

MAURICE P. SHUMAN, JR.
Supervisor, Social Studies

Prepared by
Elisabeth Fern Davis, Inservice Cadre
Melody Davis, Arlington Heights Elementary
Polly Gray, Arlington Heights Elementary
Cynthann Richardson, Hendricks Avenue Elementary

Cover Design and Graphics

Nellie Lynch

TABLE OF CONTENTS

INTRODUCTION 1

FIRST GRADE SOCIAL STUDIES SCOPE AND SEQUENCE..... 1

FIRST GRADE SOCIAL STUDIES PERFORMANCE OBJECTIVES..... 2

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS FOR FIRST GRADE SOCIAL STUDIES..... 13

SECOND GRADE SOCIAL STUDIES SCOPE AND SEQUENCE 16

SECOND GRADE SOCIAL STUDIES PERFORMANCE OBJECTIVES..... 17

KEY TO RECOMMENDED INSTRUCTIONAL MATERIAL FOR SECOND GRADE SOCIAL STUDIES..... 27

THIRD GRADE SOCIAL STUDIES SCOPE AND SEQUENCE..... 30

THIRD GRADE SOCIAL STUDIES PERFORMANCE OBJECTIVES..... 31

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS FOR THIRD GRADE SOCIAL STUDIES..... 44

FOURTH GRADE SOCIAL STUDIES SCOPE AND SEQUENCE..... 49

FOURTH GRADE SOCIAL STUDIES PERFORMANCE OBJECTIVES..... 50

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS FOR FOURTH GRADE SOCIAL STUDIES..... 62

FIFTH GRADE SOCIAL STUDIES SCOPE AND SEQUENCE 66

FIFTH GRADE SOCIAL STUDIES PERFORMANCE OBJECTIVES..... 68

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS FOR FIFTH GRADE SOCIAL STUDIES..... 85

INTRODUCTION

The Scope and Sequence for Social Studies, Grades one through five, represents the Social Studies program for these grades.

This guide was prepared for teachers who are currently teaching in Duval County as well as for those who are new to the School System. It is not intended to restrict or limit teacher creativity, but to assist by specifying key concepts and objectives to be taught to elementary students. It also lists possible resources which may be used for instruction.

The following information is given to help the teacher use the guide effectively:

1. A central theme with primary and secondary ideas has been stated. The emphasis is on the relationships between people and their environments and the changes occurring in these relationships.

2. The performance objectives are based on the primary and secondary ideas.

3. Textbooks are listed with the appropriate page numbers along with other resources. The use of a variety of supplementary instructional materials for the grade level and theme is encouraged. These include trade books, filmstrips, films, community resources and supplementary county produced materials in the areas of Jacksonville history, Florida history, Consumer education, law-related education and career awareness. The county-adopted textbook is, The Rand McNally Elementary Social Studies Program.

   Grade one: You and Me, R.S. Bednarz, et al, (Chicago: Rand McNally and Company, 1980)
   Grade two: Here We Are, R.S. Bednarz, et al, (Chicago: Rand McNally and Company, 1980)
   Grade three: Our Land, R.S. Bednarz, et al, (Chicago: Rand McNally and Company, 1980).
   Grade four: Where On Earth, R.S. Bednarz, et al, (Chicago: Rand McNally and Company, 1980)
   Grade five: Across America, R.S. Bednarz, et al, (Chicago: Rand McNally and Company, 1980)

Special note: In 1981, Rand McNally, changed its name to Riverside Publishing Company

(GRADE ONE)

SOURCES FOR YOU AND ME

R. S. Bednarz, et al, You and Me, (Chicago: Rand McNally and Company, 1980).

F. L. Ryan, Things We Do, (Boston: Houghton Mifflin Company, 1976).

G. M. Swinney, Our School: Inquiring and Learning, (Lexington, Massachusetts: Ginn and Company, 1975).

SUPPLEMENTARY COUNTY-ADOPTED PROGRAMS

The Child and His Environment, Family, School and Concept of Work, (C.A.P. Unit 9), (Duval Career Awareness Program, 1976).

(GRADE TWO)

SOURCES FOR THE COMMUNITY AND ME

Edna A. Anderson, et al, Living In Communities, (Morristown, New Jersey: Silver Burdett Company 1976).

R. S. Bednarz, et al, Here We Are, (Chicago: Rand McNally and Company, 1980).

R. S. Bednarz, et al, Here We Are, Spirit Duplicating Masters, (Chicago: Rand McNally and Company, 1980).

E. T. Keach, Jr., et al, The World Around Us, (Boston: Houghton Mifflin Company, 1976).

Eleanor Thomas, et al, Our Neighbors, (Lexington, Massachusetts: Ginn and Company, 1975).

SUPPLEMENTARY COUNTY-ADOPTED PROGRAMS

People Who Work In The Community, (C.A.P. 10), (Duval Career Awareness Program, 1976).

Supply and Demand, (Duval Consumer Education Curriculum, 1978).

W. J. Stepein, et al, Here, (Indianapolis, Indiana: Cram Company, Inc., 1980).

(GRADE THREE)

SOURCES FOR YOU AND YOUR ENVIRONMENT

E. A. Anderson, et al, People in Regions, (Morristown, New Jersey: Silver Burdett Company, 1976).

R. S. Bednarz, et al, Our Land, (Chicago: Rand McNally and Company, 1980).

R. S. Bednarz, et al, Our Land, Spirit Duplicating Masters, (Chicago: Rand McNally and Company, 1980).

E. Thomas, et al, Our Towns and Cities, (Lexington, Massachusetts: Ginn and Company, 1975).

SUPPLEMENTARY COUNTY-ADOPTED PROGRAMS

Jacksonville History Curriculum Guide (Duval County Public Schools, 1981).

People Who Work In Transportation -- Shipping, (C.A.P. 13), (Duval Career Awareness Program, 1976).

W. J. Stepein, et al, Here, (Indianapolis, Indiana: Cram Company, Inc., 1980).

(GRADE FOUR)

SOURCES FOR OUR WIDENING WORLD

Enda A. Anderson, et al, People and Ideas, (Morristown, New Jersey: Silver Burdett Company, 1976).

R. S. Bednarz, et al, Where On Earth, (Chicago: Rand McNally and Company, 1980).

R. S. Bednarz, et al, Where On Earth, Spirit Duplicating Masters, (Chicago: Rand McNally and Company, 1980).

Edward A. Fernald, et al, Florida Its Heritage and Horizons, (St. Petersburg, Florida: Buchan Publications, 1980).

SUPPLEMENTARY COUNTY ADOPTED PROGRAM

The Career Wheel - Getting Where You Want To Go, (C.A.P. 5), (Duval Career Awareness Program, 1976).

Career Wheel Sheet, (Duval Career Awareness Program, 1976).

Florida History Curriculum Guide, (Duval County Public Schools, 1981).

Our Florida Book 4, (Austin, Texas: The Steck Company 1950).

Teacher's Guide To Law-Related Curriculum In The Fourth Grade, (Duval County Public Schools, 1981).

W. J. Stepien, et al, There, (Indianapolis, Indiana: Cram Company, 1980).

SOURCES FOR ACROSS AMERICA

R. S. Bednarz, et al, Across America, (Chicago: Rand McNally and Company, 1980).

R. S. Bednarz, et al, Across America, Spirit Duplicating Masters, (Chicago: Rand McNally and Company, 1980).

G. S. Brown, et al, Our Country: Inquiring and Learning, (Lexington, Massachusetts: Ginn and Company, 1975).

D. C. King, et al, The United States (Boston: Houghton Mifflin Company, 1976).

G. M. Robinson, et al, People In the Americas, (Morristown, New Jersey: Silver Burdett Company, 1976).

SUPPLEMENTARY COUNTY-ADOPTED PROGRAMS

Career Clusters From Which People Choose Careers, (C.A.P. Unit 4), (Duval Career Awareness Program, 1976).

Fifteen USOE Occupational Cluster list.

Taxation and Government Services, (Duval Consumer Education Curriculum, 1978).

W. J. Stepien, et al, There, (Indianapolis, Indiana: Cram Company, 1980).

ELEMENTARY SOCIAL STUDIES SCOPE AND SEQUENCE

GRADE LEVEL: One THEME: You & Me

PRIMARY IDEA: 1.0 Living together peacefully depends upon understanding the importance of individual differences.

SECONDARY IDEAS:
1.1 People differ physically and biologically.
1.2 People have particular interests or skills that make them unique.

PRIMARY IDEA: 2.0 All people depend on other people and groups.

SECONDARY IDEAS:
2.1 People have abilities.
2.2 People learn from one another.
2.3 People within a group depend on each other.

PRIMARY IDEA: 3.0 People modify their environment and their behavior to meet their physical and social needs.

SECONDARY IDEAS:
3.1 People have responsibilities.
3.2 People make and change rules to meet their needs.
3.3 Different people may make different decisions.

PRIMARY IDEA: 4.0 The earth's environment influences the way in which people live.

SECONDARY IDEAS:
4.1 People live on earth.
4.2 Maps and globes assist people in understanding spatial relationships on the earth.
4.3 Physical characteristics of the earth influence the way in which people live.

GRADE LEVEL: One

THEME: You and Me

PRIMARY IDEA: 1.0 Living together peacefully depends upon understanding the importance of individual differences.

SECONDARY IDEAS	OBJECTIVES
1.1 People differ physically.	Given proper materials and directions, the student will: 1.1.1 give examples of physical characteristics. 1.1.2 identify physical needs of people. 1.1.3 define work, job and chore. 1.1.4 discuss how work meets some of our physical needs.

GRADE LEVEL: One

THEME: You and Me

PRIMARY IDEA: 1.0 Living together peacefully depends upon understanding the importance of individual differences.

SECONDARY IDEAS	OBJECTIVES
1.2 People have particular interests or skills.	Given proper materials and directions, the student will: 1.2.1 verbally list things people like to do, i.e., play ball, read a book. 1.2.2 locate pictures of three skills that people can have, i.e., cooking, painting. 1.2.3 discuss skills needed to perform a given job.

E LEVEL: One

THEME: You and Me

PRIMARY IDEA: 2.0 All people depend on other people and groups.

SECONDARY IDEAS	OBJECTIVES
2.1 People have abilities that are useful to other people.	Given proper materials and directions, the student will: 2.1.1 define tools and their uses. 2.1.2 state two ways people communicate their thoughts and feelings. 2.1.3 discuss three services you may perform for others.

PRIMARY IDEA 2.0 All people depend on other people and groups.

SECONDARY IDEAS	OBJECTIVES
2.2 People learn on their own as well as from one another.	Given proper materials and directions, the student will: 2.2.1 give examples of how people learn by using their senses, i.e., taste-sweet, touch-hot. 2.2.2 discuss skills and knowledge people learn from each other, i.e., tying a shoe, subtraction facts. 2.2.3 complete job family sheet--discuss how we learn from each other, different family members.

GRADE LEVEL: One

THEME: You and Me

PRIMARY IDEA: 2.0 All people depend on other people and groups.	
SECONDARY IDEAS	OBJECTIVES
2.3 People within a group depend on each other.	Given proper materials and directions, the student will: 2.3.1 list ways people help each other (a) at home, (b) at school, (c) on the playground. 2.3.2 compare ways people help or hinder each other.

GRADE LEVEL: One

THEME: You and Me

PRIMARY IDEA: 3.0 People modify their behavior and their environment to meet their physical and social needs.	
SECONDARY IDEA:	OBJECTIVES
3.1 People have responsibilities.	Given proper materials and directions, the student will: 3.1.1 orally discuss and compare things people "have to do" and "choose to do." 3.1.2 list jobs people do at (a) home; (b) school; and (c) in the community.

GRADE LEVEL: One

THEME: You and Me

PRIMARY IDEA: 3.0 People modify their behavior and their environment to meet their physical and social needs.	
SECONDARY IDEAS	OBJECTIVES
3.2 People make and change rules to meet their needs.	Given proper materials and directions, the student will: 3.2.1 define "rules" and give examples. 3.2.2 describe how rules keep people safe and protected. 3.2.3 identify rules that change and why, e.g., bedtime.

GRADE LEVEL: One

THEME: You and Me

PRIMARY IDEA: 3.0 People modify their behavior and their environment to meet their physical and social needs.	
SECONDARY IDEAS	OBJECTIVES
3.3 Different people may make different decisions.	Given proper materials and directions, the student will: 3.3.1 give an example of how two different people would respond to the same situation, e.g., spending $50.00. 3.3.2 discuss how environment affects our decisions as to the choices of occupations.

LEVEL: One THEME: You and Me

PRIMARY IDEA: 4.0 The earth's environment influences the way in which people live.	
SECONDARY IDEAS	OBJECTIVES
4.1 People live on earth.	Given proper materials and directions, the student will: 4.1.1 list the characteristics of earth, i.e., land, air, water. 4.1.2 tell how the earth meets the needs of people. 4.1.3 discuss the different jobs performed on land, air, water, i.e., boat captain, airplane pilot, train engineer.

GRADE LEVEL: One

THEME: You and Me

PRIMARY IDEA: 4.0 The earth's environment influences the way in which people live.

SECONDARY IDEAS	OBJECTIVES
4.2 Maps and globes assist people in understanding spatial relationship* on the earth. *relative location of and distance from one place to another.	Given proper materials and directions, the student will: 4.2.1 define and compare globes and maps. 4.2.2 identify the differences between the directions, north and south, up and down. 4.2.3 tell how the use of globes and maps helps people. 4.2.4 discuss three careers related to the globe and map business.

GRADE LEVEL: One

THEME: You and Me

PRIMARY IDEAS: 4.0 The earth's environment influences the way in which people live.	
SECONDARY IDEAS	OBJECTIVES
4.3 Physical characteristics of the earth influence how people live.	Given proper materials and directions, the student will: 4.3.1 identify and describe the characteristics of the four seasons. 4.3.2 list different ways time is measured.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE ONE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Living Peacefully	3 weeks		Bednarz, pp. 8-11, 24-25 30-39	Textbooks Ryan, pp. 10-21, 54-57
1.1	Difference in People			Bednarz, pp. 8-11, 30-35, 38-39	
1.2	Interests/ Skills of People			Bednarz, pp. 24-25, 36-37	Films Fable of He and She, 11 min. C Forgive and Forget, 11 min. C Me, 16 min. C Doing things together, 6 min. C Other Duval Career Awareness Program, The Child and His Environment, Family, School and the Concept of Work, (C.A.P. Unit 9)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE ONE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	Dependence of People	5 weeks		Bednarz, pp. 12-23, 42-57	Textbooks Ryan, pp. 22-41, 58-77
2.1	Abilities			Bednarz, pp. 12-17	
2.2	Teaching/ Learning			Bednarz, pp. 18-23, 52-57	
2.3	Group Dependence			Bednarz, pp. 42-51	Films Communication, 6 min. C Environment, 6 min. C Good Citizens, 11 min. C Mask for Me, Mask for You, 16 min. C See What I Feel, 6 min. C Making Sense of It, 12 min. C Other Duval Career Awareness Program, The Child and His Environment, Family, School and the Concept of Work, (C.A.P. Unit 9)

KEY TO RECOMMENDED I. .RUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE ONE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0	Meeting of Needs	4 weeks		Bednarz, pp. 26-29, 58-65	Textbooks Swinney, pp. 9-13, 25-28 Ryan, pp. 78-85, 110-119
3.1	Responsi-bilities			Bednarz, pp. 28-29	
3.2	Rules			Bednarz, pp. 58-65	Other Duval Career Awareness Program, The Child and His Environment, Family, School, and the Concept of Work, (C.A.P. Unit 9)
3.3	Difference in Decisions			Bednarz, pp. 26-27	

KEY TO RECOMMEN[redacted] I[redacted]RUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE ONE

Performance Objective		Instructional Implications		Resources	
					Supplementary
Number	Topic	Teaching Time	Tested on	County Adopted	
4.0	Environment of Earth	15 weeks		Bednarz, pp. 68-89, 102-127	Textbooks Swinney, pp. 31-32, 50 Ryan, pp. 136-141
4.1	Planet Earth			Bednarz, pp. 102-103	
4.2	Physical Geography			Bednarz, pp. 104-127	Films Maps and Landmarks, 11 min. C
4.3	Map Skills			Bednarz, pp. 68-89	Other Duval Career Awareness Program, The Child and His Environment, Family, School and the Concept of Work, (C.A.P. Unit 9)

ELEMENTARY SOCIAL STUDIES SCOPE AND SEQUENCE

GRADE LEVEL: Two

THEME: The Community and Me

PRIMARY IDEA:	1.0	The earth's environment influences the way in which people live.
SECONDARY IDEAS:	1.1	People live on earth.
	1.2	Maps and globes assist people in understanding spatial relationships* on earth.
PRIMARY IDEA:	2.0	Communities guide their people toward the satisfaction of needs.
SECONDARY IDEAS:	2.1	People in communities have common interests.
	2.2	People within a community depend on each other.
	2.3	People live and work in a community.
	2.4	People need rules and regulations to meet the needs of their community.
	2.5	People choose leaders to guide their community.
PRIMARY IDEA:	3.0	The economic system provides a means for distributing goods and services among consumers in a community.
SECONDARY IDEAS:	3.1	People produce and consume goods and services.
	3.2	People create supply and demand by their choices.

*relative location of and distance from one place to another

GRADE LEVEL: Two

THEME: The Community and He

PRIMARY IDEA: 1.0 The earth's environment influences the way in which people live.	
SECONDARY IDEA	OBJECTIVES
1.1 People live on earth.	Given the proper materials and directions, the student will: 1.1.1 describe earth and its characteristics, e.g., land, water, air. 1.1.2 discuss two jobs performed on land, water, air.

GRADE LEVEL: Two

THEME: The Community and Me

PRIMARY IDEA: 1.0 The earth's environment influences the way in which people live.	
SECONDARY IDEA	OBJECTIVES
1.2 Maps and globes assist people in understanding spatial relationships* on the earth. *relative location of and distance from one place to another	Given proper materials and directions, the student will: 1.2.1 identify the cardinal directions using a globe. 1.2.2 tell how the use of globes can help people. 1.2.3 discuss three jobs in the map and globe business.

GRADE LEVEL: Two

THEME: The Community and Me

PRIMARY IDEA: 2.0 Communities guide their people toward the satisfaction of needs.

SECONDARY IDEA	OBJECTIVES
2.1 People in communities have common interests.	Given proper materials and directions, the student will: 2.1.1 discuss that the Pilgrims came to America out of a need for religious freedom. 2.1.2 describe what the Pilgrims had to do to satisfy their needs: make rules, build shelter, look for food, and choose leaders. 2.1.3 give three reasons why the land chosen by the Pilgrims met their needs: fresh water, open land, trees. 2.1.4 describe the different jobs the Pilgrims had to do to meet their needs: lumberman, builder, farmer, cook.

GRADE LEVEL: Two

THEME: The Community and

PRIMARY IDEA: 2.0 Communities guide their people toward the satisfaction of needs.	
SECONDARY IDEA	OBJECTIVES
2.2 People within a community depend on each other.	Given the proper materials and directions the student will: 2.2.1 describe ways the Pilgrims helped each other. 2.2.2 give examples of ideas and materials the Pilgrims shared with the Americans.

GRADE LEVEL: Two

THEME: The Community and Me

PRIMARY IDEA: 2.0 Communities guide their people toward the satisfaction of needs.

SECONDARY IDEA	OBJECTIVES
2.3 People live and work in a community.	Given proper materials and directions the student will: 2.3.1 define "community" and list examples of local communities. 2.3.2 list five examples of members of the community and their job roles. 2.3.3 match the community worker to the tools used.

GRADE LEVEL: Two THEME: The Community and Me

PRIMARY IDEA: 2.0 Communities guide their people toward the satisfaction of needs.	
SECONDARY IDEA	OBJECTIVES
2.4 People need rules and regulations to meet needs of the community.	Given the proper materials and directions, the student will: 2.4.1 list three rules of the school or classroom and state the reason each rule is necessary. 2.4.2 list three rules of the community and state the reason each rule is necessary to meet the needs of the people.

GRADE LEVEL: Two

THEME: The Community and Me

PRIMARY IDEA: 2.0 Communities guide their people toward the satisfaction of needs.	
SECONDARY IDEA	OBJECTIVES
2.5 People choose leaders to guide their community.	Given proper materials and directions, the student will: 2.5.1 list two important community jobs. 2.5.2 explain why leaders are necessary in a community.

GRADE LEVEL: Two

THEME: The Community and Me

PRIMARY IDEA: 3.0 The economic system provides a means for distributing goods and services among consumers in a community.	
SECONDARY IDEA	OBJECTIVES
3.1 People produce and consume goods and services.	Given proper materials and directions, the student will: 3.1.1 define the terms "goods" and "services" and give examples of each. 3.1.2 categorize a list of terms by 'G' for goods and 'S' for services. 3.1.3 define the terms "consumers" and "producers" and give two examples of each. 3.1.4 describe how people pay for goods and services.

GRADE LEVEL: Two

THEME: The Community and Me

PRIMARY IDEA: 3.0 The economic system provides a means for distributing goods and services among consumers in a community.	
SECONDARY IDEA	OBJECTIVES
3.2 People create supply and demand by their choices.	Given proper materials and directions, the student will: 3.2.1 identify examples which illustrate supply. 3.2.2 demonstrate knowledge of why people buy. 3.2.3 identify examples which illustrate demand. 3.2.4 explain why increases in demand or decreases in supply will result in scarcity. 3.2.5 explain why scaracity causes consumers to make economic choices. 3.2.6 explain why prices rise when demand exceeds supply.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE TWO

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Earth's Environment	9 weeks		Bednarz, pp. 6-34	Kits Stepien, "Here," pp. 11-18 Textbooks Keach, pp. 34-37 Anderson, pp. 198-201
1.1	People live on Earth				Films Learning About Land and Water, 9 min. C Maps and Landmarks, 11 min. C
1.2	Maps and Globes Help People			Bednarz, pp. 10-18, 22-33	Filmstrips Understanding Maps, The Riverside Publishing Co. Understanding Globes, The Riverside Publishing Co. Other Bednarz, Duplicating Masters, pp. 1-13, 45-46 Duval Career Awareness Program, People Who Work In The Community, (C.A.P. Unit 10).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE TWO

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	Communities Help Satisfy Needs	10 weeks		Bednarz, pp. 34-87	Textbooks Anderson, pp. 7-197 Keach, pp. 94-133
2.1	Communities: People With Common Interest			Bednarz, pp. 34-49	
2.2	Communities: People Depend On Each Other			Bednarz, pp. 50-65	Films Community Services, 11 min. C
2.3	Communities: Where People Live and Work			Bednarz, pp. 66-69, 78-84, 86, 87	
2.4	Communities Need Rules			Bednarz, 74-77, 85	Other: Bednarz, Duplicating Masters, pp. 14-25
2.5	Communities Have Leaders			Bednarz, pp. 70-73	Duval Career Awareness Program, People Who Work In The Community, (C.A.P. Unit 10).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE TWO

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0	Goods and Services Distributed	14 weeks		Bednarz, pp. 88-159	Textbooks Thomas, pp. 32-92
3.1	People Produce Goods and Services			Bednarz, pp. 88-101	Films Choosing What to Buy, 15 min. C. Economics: Money, 11 min. C. Money in the Marketplace. 15 Min. C
3.2	People Create Supply and Demand			Bednarz, pp. 102-159	We Make Choices, 10 min. C. Marketing and Distribution, 6 min. C. Marketing, 9 min. C Jobs in the City, Services, 11 min. C. Other Bednarz, Duplicating Masters, pp. 26-44 Supply and Demand, Duval Consumer Education Curriculum

ELEMENTARY SOCIAL STUDIES SCOPE AND SEQUENCE

THEME: You and Your Environment

GRADE LEVEL: Three

PRIMARY IDEA:	1.0	The earth's environment influences the way in which people live.
SECONDARY IDEAS:	1.1	People use maps to learn about their environment.
	1.2	Environmental areas differ in many ways.
PRIMARY IDEA:	2.0	The use of resources cause people to adapt to their environment.
SECONDARY IDEAS:	2.1	People's exploration of the resources causes changes in their environment.
	2.2	Tools help people change their environment.
	2.3	People are dependent on the resources available in their environment.
	2.4	Recycling and conservation are means by which people save their environment.
PRIMARY IDEA:	3.0	Conflict and interdependence brought about the growth and development of Jacksonville.
SECONDARY IDEAS:	3.1	People choose their environment to meet their needs.
	3.2	Conflicting needs cause people to change their environment.
	3.3	Economic reasons cause people to develop their environment.
	3.4	People struggle to overcome adversities in their environment.
	3.5	People influence the use of resources in their environment.
	3.6	People organize to provide order, leadership, and protection.
PRIMARY IDEA:	4.0	Communities are interdependent on each other.
SECONDARY IDEA:	4.1	The transportation system links communities.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 1.0 The earth's environment influences the way in which people live.

SECONDARY IDEAS	OBJECTIVES
1.1 People use maps to learn about their environment.	Given proper materials and directions, the student will: 1.1.1 define and identify the differences between top, bottom, near, and far. 1.1.2 locate communities on a map of Jacksonville using the terms near, far, top, bottom. 1.1.3 identify at least five map symbols and draw their pictorial representation. 1.1.4 discuss why as the area increases on a map, the smaller specific location appears. 1.1.5 locate and identify at least one continent and one ocean.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 1.0 The earth's environment influences the way in which people live.	
SECONDARY IDEAS	OBJECTIVES
1.2 Environmental areas differ in many ways.	Given proper materials and directions, the student will: 1.2.1 identify and color on a map the four major environmental areas of the United States: grasslands, woodlands, deserts, and the Northwest Coast.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 2.0 The use of resources causes people to adapt to their environment.	
SECONDARY IDEAS:	OBJECTIVES
2.1 People's exploitation of their resources causes changes in their environment.	Given proper materials and directions, the student will: 2.1.1 define "resources" and explain their important to man. 2.1.2 predict what will happen if people deplete a resource.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 2.0 The use of resources causes people to adapt to their environment.	
SECONDARY IDEAS	OBJECTIVES
2.2 Tools help people change their environment.	Given proper materials and directions, the the student will: 2.2.1 discuss the development of tools and how they can expand the use of resources by people. 2.2.2 match the community worker to the tools used.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 2.0 The use of resources causes people to adapt to their environment.	
SECONDARY IDEAS	OBJECTIVES
2.3 People are dependent on the resources available in their environment.	Given proper materials and directions, the student will: 2.3.1 match the use of the land's resources to the products. 2.3.2 discuss five workers and the products they produce.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 2.0 The use of resources causes people to adapt to their environment.

SECONDARY IDEAS	OBJECTIVES
2.4 Recycling and conservation are means by which people save their environment.	Given proper materials and directions, the student will: 2.4.1 define "recycling" and give examples of resources that can be recycled. 2.4.2 define "conservation" and state two reasons why people need to conserve. 2.4.3 compare and contrast recycling and conservation. 2.4.4 discuss two jobs related to recycling and conservation.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEAS	OBJECTIVES
3.1 People choose their environment to meet their needs.	Given proper materials and directions, the student will: 3.1.1 identify the French need for religious freedom and the Spanish need for power as reasons for coming to the Jacksonville area. 3.1.2 write three reasons why the Jacksonville area met the needs of the French and Spanish, i.e., location, weather, natural resources. 3.1.3 distinguish between the French and Spanish treatment of the Americans (Timucuans). 3.1.4 discuss jobs performed by the French and Spanish to meet their needs.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEAS:	OBJECTIVES
3.2 Conflicting needs cause people to change their environment.	Given proper materials and directions, the student will: 3.2.1 define "plantation" and discuss the importance of plantation life to the British. 3.2.2 identify two major reasons the British left the Jacksonville area (religion, politics). 3.2.3 discuss three jobs performed by the British while in the Jacksonville area.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEAS	OBJECTIVES
3.3 Economic reasons cause people to develop their environment.	Given proper materials and directions, the student will: 3.3.1 discuss the importance of the river in the development of the Jacksonville area. 3.3.2 identify and describe Isaiah Hart's contribution to the founding of the community of Jacksonville. 3.3.3 list five jobs performed by workers along the St. Johns River.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 3.0 Conflict and interdependence brounht about the growth and development of Jacksonville.

SECONDARY IDEAS	OBJECTIVES
3.4 People strunqle to overcome adversities in their environment.	Given proper materials and directions, the student will: 3.4.1 identify and describe three major hardships the people of Jacksonville suffered durino the 1800's (disease, fire, Civil War).

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEAS	OBJECTIVES
3.5 People influence the use of resources in their environment.	Given proper materials and directions, the student will: 3.5.1 list at least three examples of transportation in Jacksonville and how it influenced the development of the community between 1800 and 1900. 3.5.2 define "trade" and list three trade items popular in Jacksonville in the late 1800's. 3.5.3 relate trade and transportation to the development of Jacksonville as a "Gateway City". 3.5.4 identify a major setback to the development of Jacksonville in 1901 (The Great Fire). 3.5.5 list five examples of jobs performed by workers at the Jacksonville Transportation Authority.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEAS	OBJECTIVES
3.6 People organize to provide order, leadership, and protection.	Given proper materials and directions, the student will: 3.6.1 diagram the structure of Jacksonville's city government. 3.6.2 define the roles of the Mayor and City Council. 3.6.3 sequence in writing the due process of law. 3.6.4 specify three cultural influences in the city of Jacksonville and their leaders by name and position.

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 4.0 Communities are interdependent.

SECONDARY IDEAS	OBJECTIVES
4.1 The transportation system links communities.	Given proper materials and directions, the student will: 4.1.1 define and describe "communities." 4.1.2 define and describe "suburbs." 4.1.3 identify the relationship between suburbs and cities. 4.1.4 list at least three transportation links and their importance. 4.1.5 discuss two jobs performed at these community sites: Jacksonville Ship Yards; Airport; Transportation Authority.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE THREE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	The Earth's Environment	12 weeks		Bednarz, pp. 10-93	Textbooks Thomas, pp. 8-12, 37-42 Anderson, pp. 14, 42-49, 68-237, 268-275
1.1	Environment Through Maps			Bednarz, pp. 10-33	Films Maps - Land Symbols and Terms 14 min. C
1.2	Environments Differ			Bednarz, pp. 34-93	Food, Clothing, Shelter in Three Environments 15 min. C Filmstrips Direction, Distance and Location, The Riverside Publishing Co. Different Needs - Different Maps, The Riverside Publishing Co. Where On Earth, The Riverside Publishing Co. The Globe: Earth Model, The Riverside Publishing Co. Working With Maps The Riverside Publishing Co. Answering Questions with Maps and Globes, The Riverside Publishing Co.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE THREE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0					Kits Stepien, "Here," Map and Globe Skills pp. 16-90 Others Bednarz, Duplicating Masters pp. 1-22

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE THREE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	Use of Resources	9 weeks		Bednarz, pp. 94-237	Textbooks Thomas, pp. 70-73, 100-110 Anderson, pp. 182-187 238-251
2.1	Exploration of Resources			Bednarz, pp. 94-109	
2.2	Tools Help People			Bednarz, pp. 110-121	Films Conserving Our Natural Resources 17 min. C Recycling Our Resources
2.3	Available Resources			Bednarz, pp. 136-161, 166-195	10 min. C.
2.4	Recycling and Conservation			Bednarz, pp. 162-165	Natural Resources 9 min. C. Resources and World Trade 13 min. C Others Bednarz, Duplicating Masters pp. 23-28, 33-44, 49-55 Duval Career Awareness Program, People Who Work in Transportation-Shipping, (C.A.P. Unit 13)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE THREE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0	Development of Jacksonville	9 weeks			Textbooks None
3.1	Choosing Environments				Films All About Fire 10 min. C Shiver, Gobble and Snore 15 min. C
3.2	Conflicting Needs				Others Duval Career Awareness Program, People Who Work In Transportation-Shipping, (C.A.P. Unit 13)
3.3	Developing Environments				
3.4	Overcoming Adversities				Jacksonville History Curriculum Guide, (Duval County)
3.5	People's Use of Resources				
3.6	Government				

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - THREE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Interdependence	4 weeks		Bednarz, pp. 196-209	Textbooks Thomas, pp. 13-19 Anderson, pp. 252-267
4.1	Transportation System			Bednarz, pp. 196-209	Other Duval Career Awareness Program, People Who Work In Transportation-Shipping, (C.A.P. Unit 13)

ELEMENTARY SOCIAL STUDIES SCOPE AND SEQUENCE

GRADE LEVEL: Four THEME: Our Widening World

PRIMARY IDEA:	1.0	The earth's environment influences the way in which people live.
SECONDARY IDEAS:	1.1	Globes are important tools in learning about the earth.
	1.2	People use maps to learn about their environment.
	1.3	Land and water features determine the use of the land.
	1.4	Temperature influences the way people live.
PRIMARY IDEA:	2.0	Culture is affected by environment.
SECONDARY IDEAS:	2.1	People meet their cultural needs within their environment.
	2.2	People develop culture through the use of their environment within countries.
PRIMARY IDEA:	3.0	Conflict and interdependence brought about the growth and development of Florida.
SECONDARY IDEAS:	3.1	People's need for power led to the discovery, exploration, and colonization of Florida.
	3.2	Conflicting needs cause people to change their environment.
	3.3	People struggle to overcome adversities in their environment.
	3.4	People influence the use of resources in their environment.
PRIMARY IDEA:	4.0	People have power over their own actions and decisions.
SECONDARY IDEAS:	4.1	People's ideas can become laws.
	4.2	People organize to provide order, leadership, and protection.

GRADE LEVEL: Four

THEME: Our Widening World

PRIMARY IDEA: 1.0 The earth's environment influences the way in which people live.	
1.1 Globes are important tools in learning about the earth.	Given proper materials and directions, the student will: 1.1.1 label on a student-made globe, (a) equator, (b) Tropic of Cancer, (c) Tropic of Capricorn, (d) Arctic Circle (e) Antarctic Circle, (f) a line of latitude, and (g) a line of longitude. 1.1.2 identify and name the seven continents. 1.1.3 identify and name the four oceans. 1.1.4 define "hemisphere" and name the two imaginary lines by which the earth is divided into hemispheres.

GRADE LEVEL: Four

THEME: Our Widening World

PRIMARY IDEA: 1.0 The earth's environment influences the way in which people live.	
SECONDARY IDEAS	OBJECTIVES
1.2 People use maps to learn about their environment.	Given proper materials and directions, the student will: 1.2.1 identify at least five map symbols and draw their abstract representation as shown on a map legend. 1.2.2 label the cardinal directions on a map using a compass rose. 1.2.3 locate and label on a map the following land and water features: gulf, bay, river mouth, tributaries, plateau, plain, source, and peninsula.

111

110

GRADE LEVEL: Four THEME: Our Widening World

PRIMARY IDEA: 1.0 The earth's environment influences the way in which people live.	
SECONDARY IDEAS	OBJECTIVES
1.3 Land and water features determine the use of the land.	Given proper materials and directions, the student will: 1.3.1 define "sea level" and "mountain" and identify different elevations using a color key. 1.3.2 diagram a river system from its source to its mouth.

112

113

GRADE LEVEL: Four

THEME: Our Widening World

PRIMARY IDEA: 1.0 The earth's environment influences the way in which people live.	
SECONDARY IDEAS	
1.4 Temperature influences the way people live.	Given proper materials and directions, the student will: 1.4.1 define "climate". 1.4.2 compare the temperature ranges of at least three countries in relation to their latitudes.

114

115

GRADE LEVEL: Four

THEME: Our Widening World

PRIMARY IDEA: 2.0 Culture is affected by environment.	
SECONDARY IDEAS	
2.1 People meet their cultural needs within their environment.	Given proper materials and directions, the student will: 2.1.1 define "culture." 2.1.2 list the three basic human needs: food, shelter, and clothing. 2.1.3 compare ways people in different cultures meet their needs. 2.1.4 discuss jobs people perform to meet the three basic human needs.
116	117

GRADE LEVEL: Four THEME: Our Widening World

PRIMARY IDEA: 2.0 Culture is affected by environment.	
SECONDARY IDEAS	OBJECTIVES
2.2 People develop culture through the use of their environment.	Given proper materials and directions, the student will: 2.2.1 make a chart comparing two or more countries' use of their land and resources. 2.2.2 define "imports" and "exports." 2.2.3 define "trade" and discuss its importance in the development of countries. 2.2.4 discuss jobs related to import and export of goods and services. 2.2.5 classify these jobs by listing them on a career wheel (skilled; semi-skilled; technical; professional; unskilled).

GRADE LEVEL: Four

THEME: Our Widening World

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.	
SECONDARY IDEAS	OBJECTIVES
3.1 People's need for power led to the discovery, exploration, and colonization of Florida.	Given proper materials and directions, the student will: 3.1.1 locate the penisula of Florida on a map and identify the state boundaries, the Atlantic Ocean, and the Gulf of Mexico. 3.1.2 identify and describe Ponce de Leon, Hernando de Soto, and Pedro Menendez' contributions to the exploration and colonization of Florida. 3.1.3 identify and describe Jean Ribault's and Rene de Laudonniere's contributions to the French colonization of Florida. 3.1.4 discuss three reasons why the early Spanish settlements on the west coast failed.

GRADE LEVEL: Four

THEME: Our Widening World

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.	
SECONDARY IDEAS	OBJECTIVES
3.2 Conflicting needs cause people to change their environment.	Given proper materials and directions, the student will: 3.2.1 discuss the importance of Florida to the British. 3.2.2 discuss how the British obtained Florida from the Spanish. 3.2.3 draw on a map the British division of Florida into two parts and label their capitals.

GRADE LEVEL: Four

THEME: Our Widening World

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.	
SECONDARY IDEAS	OBJECTIVES
3.3 People struggle to overcome adversities in their environment.	Given proper materials and directions, the student will: 3.3.1 identify two reasons why Florida became part of the United States. 3.3.2 explain why Tallahassee became the state capital. 3.3.3 discuss the Seminoles and their role in Florida history. 3.3.4 describe Florida's role in the Civil War e.g., blockade runners, supplying food, Battle of Olustee and Natural Bridge. 3.3.5 discuss jobs performed during the Civil War.

124

125

GRADE LEVEL: Four

THEME: Our Widening World

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEAS	OBJECTIVES
3.4 People influence the use of resources in their environment.	Given proper materials and directions, the student will: 3.4.1 discuss the importance of railroads in the development of Florida. 3.4.2 list at least four major industries of Florida. 3.4.3 identify places in Florida that draw tourists and categorize them by: (a) natural beauty (b) commercialism (c) recreation (d) historical sites (e) sports 3.4.4 discuss five jobs related to the tourist industry.

126

127

GRADE LEVEL: Four

THEME: Our Widening World

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.	
SECONDARY IDEAS	OBJECTIVES
4.1 People's ideas can become laws.	Given proper materials and directions, the student will: 4.1.1 discuss individual rights and responsibilities and the necessity for laws in a civilized society. 4.1.2 discuss the need for authority and the various forms it takes. 4.1.3 discuss the need for respect for property. 4.1.4 diagram the process of an idea becoming a law.

GRADE LEVEL: Four

THEME: Our Widening World

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEAS	OBJECTIVES
4.2 People organize to provide order, leadership, and protection.	Given proper materials and directions, the student will: 4.2.1 list, in writing, the three functions of state government and the branch that administers each. 1. Passes Laws - Legislative Branch 2. Enforces laws - Executive Branch 3. Interprets laws - Judiciary Department 4.2.2 list, in writing, the two bodies of the State Legislature, i.e., House of Representatives, Senate. 4.2.3 explain how members of the legislative body are chosen in Florida and identify their major responsibility. 4.2.4 match the titles of cabinet members to their designated duties. 4.2.5 list three major responsibilities of the governor: control of state departments, fill vacancies in state and county, and veto bills. 4.2.6 develop a chart of the court system in Florida and label each: Supreme, District, Circuit, and County.

130

131

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE FOUR

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Earth's Environment	9 weeks		Bednarz, pp. 10-75	Textbooks Anderson, p. 313
1.1	Globes, important tools			Bednarz, pp. 10-21	Filmstrips Legend of Chicago, The Riverside Publishing Co.
1.2	Use of Maps helps to learn			Bednarz, pp. 22-25	How High is High, The Riverside Publishing Co. Where On Earth?, The Riverside Publishing Co.
1.3	Land and Water features			Bednarz, pp. 26-55	How to Flatten a Globe; The Riverside Publishing Co. Mapmakers: Past and Present, The Riverside Publishing Co.
1.4	Temperature and environment			Bednarz, pp. 56-75	Films Your Environment is the Earth, 12 min. C. Map Skills: Recognizing Physical Features, 11 min. C. Maps-Where Am I? 11 min. C Introducing Globes, 14 min. C Our Round Earth, 11 min. C Continents of the World, 16 min. C Kits Stepien, "There," map and globe skills, pp. 2-57

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE FOUR

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	Culture and Environment	9 weeks		Bednarz, pp. 76-229	Textbooks Anderson, pp. 65-169
2.1	Environment Meets Cultural Needs			Bednarz, pp. 158-229	Films Food, Clothing, Shelter in 3 Environments, 15 min. C Environment, 6 min. C Environment (When You Grow Up Series), 9 min. C Other Bednarz, Duplicating Masters, pp. 15-39 Career Wheel Sheet (Duval Career Awareness). Duval Career Awareness Program, The Career Wheel - Getting Where You Want To Go, (C.A.P. Unit 5)

134

135

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE FOUR

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0	Florida: Conflict, Interdependence and Growth	9 weeks			Textbook Fernald, pp. 10-202 Films Boy of the Seminoles 11 min. C Florida Everglades, The 15 min. C Florida On My Mind, 10 min. C. "Hi, Jamie," 11 min. C Frontier Florida 17 min. C St. Augustine: The Oldest City 14 min. C Other Dade County, "Our Florida," pp. 3-111 Career Wheel Sheet (Duval Career Awareness) Duval County Swareness Program, The Career Wheel - Getting Where You Want To Go, (C.A.P. Unit 5) Florida History Curriculum Guide, (Duval County)
3.1	Needs Lead to Discovery Exploration, and Colonization				
3.2	Conflict in Needs Causes Change				
3.3	Adversities Overcome by Struggle				
3.4	People Influence Use of Resources				

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
SOCIAL STUDIES - GRADE FOUR

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	People's Power Over Actions and Decisions	4 weeks		Law-Related Curriculum	Textbooks Anderson, pp. 209-229 Other Law-Related Curriculum, (Duval County)

138

139

ELEMENTARY SOCIAL STUDIES SCOPE AND SEQUENCE

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA:	1.0	Cultural changes result from people adapting to their natural environment.
SECONDARY IDEAS:	1.1	Changes in climate affect all living things.
	1.2	People develop special skills to adapt to their environment.
PRIMARY IDEA:	2.0	Human resources brought about the expansion of man's environment.
SECONDARY IDEAS:	2.1	People's intellectual needs influenced the exploration of the world.
	2.2	People change their environment by using new knowledge.
	2.3	People organize to provide order, leadership, protection, and wealth.
PRIMARY IDEA:	3.0	Cultural changes result from conflicting needs for power.
SECONDARY IDEAS:	3.1	Imposition of power leads to unrest and change.
	3.2	Cultural changes brought about by power reflect new patterns of organization.
	3.3	The need for power brings about change.
	3.4	The maintenance of power is reflected in taxation and government services.
PRIMARY IDEA:	4.0	The need for resources causes people to expand their environment.
SECONDARY IDEAS:	4.1	People's need for land reflects change in their environment.
	4.2	The ownership of land and resources causes conflict.
	4.3	Increased ownership of land reflects increase in population and resources.

PRIMARY IDEA:	5.0	Different environments create cultural change.
SECONDARY IDEAS:	5.1	Difference in the use of resources creates conflict.
	5.2	The destruction of resources causes cultural change.
	5.3	Limited resources create conflict and cultural change.
PRIMARY IDEA:	6.0	Cultural changes result from technological advances.
SECONDARY IDEA:	6.1	To grow, industry needs people and resources.
PRIMARY IDEA:	7.0	The earth's environment influences the way in which people live.
SECONDARY IDEA:	7.1	People use maps and globes to learn about their environment.

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 1.0 Cultural changes result from people adapting to their natural environment.

SECONDARY IDEAS	OBJECTIVES
1.1 Changes in climate affect all living things.	Given proper materials and directions, the student will: 1.1.1 trace on a map the route taken by the earliest Americans across the Bering Strait down to South America. 1.1.2 discuss the climatic changes and how they affected the lives of the earliest Americans. 1.1.3 list five jobs performed by the early Americans.

GRADE LEVEL: Five THEME: Across America

PRIMARY IDEA: 1.0 Cultural changes result from people adapting to their natural environment.

SECONDARY IDEAS	OBJECTIVES
1.2 People develop skills to adapt to their environment.	Given proper materials and directions, the student will: 1.2.1 identify three basic needs for a community. 1.2.2 discuss barter as a skill used by people to obtain goods and services. 1.2.3 compare and contrast the life styles of the Aztecs and the Nootkas and how they adapted to their environment. 1.2.4 list 10 jobs performed in a community and classify each under the correct Occupational Cluster.

144

145

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 2.0 Human resources brought about the expansion of man's environment.	
SECONDARY IDEAS	OBJECTIVES
2.1 People's intellectual needs influenced the exploration of the world.	Given proper materials and directions, the student will: 2.1.1 list, in writing, two major reasons for exploration in the 1400's: the search for a route to the Indies and the need to know the unknown. 2.1.2 discuss explorers and their contributions to the expansion of mankind's knowledge of the world, including: Prince Henry, Christopher Columbus, Vasco Da Gama, Vasco de Balboa, Ferdinand Magellan. 2.1.3 discuss which Occupational Cluster explorers should be classified under and tell why.
146	147

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 2.0 Human resources brought about the expansion of man's environment.	
SECONDARY IDEAS	OBJECTIVES
2.2 People change their environment by using new knowledge.	Given proper materials and directions, the student will: 2.2.1 describe how Europeans settled in America using knowledge gained by the early explorers. 2.2.2 discuss three jobs performed by the European settlers.
148	149

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 2.0 Human resources brought about the expansion of man's environment.

SECONDARY IDEAS	OBJECTIVES
2.3 People organize to provide order, leadership, protection, and wealth.	Given proper materials and directions, the student will: 2.3.1 identify the major reason for the success or failure of the early settlements: organization. 2.3.2 discuss why each community needed to set up a form of government. 2.3.3 construct a chart to illustrate the importance of trade to the colonists. 2.3.4 discuss five governmental jobs and functions of each job in the community.

150

151

GRADE LEVEL: Five THEME: Across America

PRIMARY IDEA: 3.0 Cultural changes result from conflicting needs for power.

SECONDARY IDEAS	OBJECTIVES
3.1 Imposition of power leads to unrest and change.	Given proper materials and directions, the student will: 3.1.1 identify the major reason for the French and Indian War. 3.1.2 trace on a map the division of North America before and after the French and Indian War. 3.1.3 discuss the British need for money after the French and Indian War. 3.1.4 identify two major reasons the colonists rebelled against British taxation.

152

153

GRADE LEVEL: Five THEME: Across America

PRIMARY IDEA: 3.0 Cultural changes result from conflicting needs for power.	
SECONDARY IDEAS	OBJECTIVES
3.2 Cultural changes brought about by power reflect new patterns of organization.	Given proper materials and directions, the student will: 3.2.1 discuss the Continental Congress and its role in the writing of the Declaration of Independence. 3.2.2. identify and describe the contributions of people to the formation of American independence, including: John Adams, Thomas Jefferson, Benjamin Franklin, and Patrick Henry. 3.2.3 identify and describe the contributions of people to the victory of the Revolutionary Army, including: George Washington, Lafayette, Baron von Steuben, Francis Marion, Nathan Hale, Ethan Allen, and Pulaski.

154

155

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 3.0 Cultural changes result from conflicting needs for power.	
SECONDARY IDEAS	OBJECTIVES
3.3 The need for power brings about change.	Given proper materials and directions, the student will: 3.3.1 discuss the necessity for a strong national government. 3.3.2 diagram the three branches of government set up by the Constitution. 3.3.3 identify the responsibility and titles of the members of the three branches of the Federal government.

156

157

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 3.0 Cultural changes result from conflicting needs for power.	
SECONDARY IDEAS	OBJECTIVES
3.4 The maintenance of power is reflected in taxation and government services.	Given proper materials and directions, the student will: 3.4.1 describe specific services provided by government with tax dollars at the local, state, and federal levels. 3.4.2 identify that the purpose for which government collects taxes on income, property, and sales is to pay its expenses. 3.4.3 describe some of the effects of taxation on consumer spending. 3.4.4 discuss the relationship between public demand for government services and the amount of tax that is paid.
158	159

GRADE LEVEL: Five THEME: Across America

PRIMARY IDEA: 4.0 The need for resources causes man to expand his environment.	
SECONDARY IDEAS	OBJECTIVES
4.1 People's need for land reflects change in their environment.	Given proper materials and directions, the student will: 4.1.1 discuss at least two reasons for the Western Expansion. 4.1.2 describe three methods the United States government has for obtaining additional land. 4.1.3 discuss four jobs related to owning land.

160 161

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 4.0 The need for resources causes man to expand his environment.

SECONDARY IDEAS	OBJECTIVES
4.2 The ownership of land and resources causes conflict.	Given proper materials and directions, the student will: 4.2.1 compare land ownership as defined by the first Americans and as defined by the settlers. 4.2.2. identify the major reason for conflict between the first Americans and settlers. 4.2.3 identify and describe the land disputes between Mexico and the United States.

162

163

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 4.0 The need for resources causes man to expand his environment.	
SECONDARY IDEAS	OBJECTIVES
4.3 Increased ownership of land reflects increase in population and resources.	Given proper materials and directions, the student will: 4.3.1 draw, label, and color on a map to depict the land added to the United States since 1783. 4.3.2 discuss the importance of trade to the Western Expansion. 4.3.3 describe the relationship of transportation to the Western Expansion.

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 5.0 Different environments create cultural change.

SECONDARY IDEAS	OBJECTIVES
5.1 Differences in the use of resources create conflict.	Given proper materials and directions, the student will: 5.1.1 identify the different interests of Americans in the South, North, East, and West. 5.1.2 discuss the four major differences between Americans that led to the War Between the States: geography, climate, natural resources, and economics. 5.1.3 define "compromise" and give two examples of compromise prior to the Civil War. 5.1.4 discuss the Underground Railroad and its role prior to the Civil War.

166

167

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 5.0 Different environments create cultural change.

SECONDARY IDEAS	OBJECTIVES
5.2 The destruction of resources causes cultural change.	Given proper materials and directions, the student will: 5.2.1 discuss at least two problems that faced Southerners after the Civil War. 5.2.2. define "carpetbaggers" and "scalawags" and their role in the redevelopment of the South. 5.2.3. define "sharecropping" and its effect on the Southern economy. 5.2.4 identify and describe George Washington Carver's contributions to the postwar Southern economy. 5.2.5 discuss the role of Tuskegee, Howard, and Bethune-Cookman in expanding the rights and opportunities for Black Americans.

GRADE LEVEL: Five

THEME: Across America

PRIMARY IDEA: 5.0 Different environments create cultural change.	
SECONDARY IDEAS	OBJECTIVES
5.3 Limited resources create conflict and cultural change.	Given proper materials and directions, the student will: 5.3.1 define the "Homestead Act" and discuss its importance in the development of the "American Breadbasket." 5.3.2 discuss reasons why homesteaders and cattle ranchers did not get along.

GRADE LEVEL: Five THEME: Across America

PRIMARY IDEA: 6.0 Cultural changes result from technological advances.	
SECONDARY IDEAS	OBJECTIVES
6.1 To grow, industry needs people and resources.	Given proper materials and directions, the student will: 6.1.1 list two things industry needs to grow: resources and labor. 6.1.2 discuss how an assembly line works. 6.1.3 define "skilled and unskilled" workers and discuss the difference. 6.1.4 identify at least three technological advances and/or inventions that led to the Industrial Age. 6.1.5 define "immigrants" and identify at least three countries from which immigrants came. 6.1.6 discuss at least three reasons why immigrants came to America.

172 173

GRADE LEVEL: Five THEME: Across America

PRIMARY IDEA 7.0 The earth's environment influences the way in which people live.	
SECONDARY IDEAS	OBJECTIVE
7.1 People use maps and globes to learn about their environment.	Given proper materials and directions, the student will: 7.1.1 identify the four intermediate directions of a compass. 7.1.2 use cardinal and intermediate directions to locate places on a map and globe. 7.1.3 define "political symbols" and identify on a map these symbols, including cities, state capitals, and country capitals. 7.1.4 color land elevations and water depths on a map using map symbols. 7.1.5 define "topography" and discuss how it influences where and how people live. 7.1.6 identify at least three landforms, and using a color key, locate at least three major landforms on a physical map of the United States. 7.1.7 using a globe, locate major mountain ranges of the world.

174 175

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Cultural Changes/ Environment	2 weeks		Bednarz, pp. 10-39, 40-45	Textbooks King, pp. 180-197
1.1	Effects of Climatic changes			Bednarz, pp. 10-23, 40-45	Robinson, pp. 21-24, 35-44
1.2	Development of Skills			Bednarz, pp. 24-39	Films Indian Origins - The First 50,000 Years, 18 min. C Indian Cultures - From 2000 B.C. to 1500 A.D., 18 min. C Other Bednarz, Duplicating Masters, pp. 1-5 Duval Career Awareness Program, Career Clusters From Which People Choose Careers, (C.A.P. Unit 4) Fifteen USOE Occupational Cluster list

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	Human Resources/ Environment	7 Weeks		Bednarz, pp. 50-99, 110-11, 120-45	Textbooks King, pp. 199-244
2.1	World Exploration			Bednarz, pp. 50-61	Robinson, pp. 48-60, 76-92, Brown, pp. 8-43
2.2	Change using New Knowledge			Bednarz, pp. 62-67	Films Colonial America in the 1760's, 17 min. C. English and Dutch Explorers, 11 min. C. French Explorers, The Age of Exploration, 11 min. C. Why the New World Was Explored, 12 min. C. You Are There Series: Columbus and Isabella, 22 min. C.
2.3	Early Settlements			Bednarz, pp. 68-99, 110-11, 120-45	Others Duval Career Awareness Program, Career Clusters From Which People Choose Careers, (C.A.P. Unit 4) Fifteen USOE Occupational Cluster list

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE FIVE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0	Power/ Cultural Change	7 weeks		Bednarz, pp. 112-119, 146-163	Textbooks King, pp. 246-269
3.1	Imposition of Power			Bednarz, pp. 112-119	Robinson, pp. 405-420
3.2	New patterns of Organization			Bednarz, pp. 146-152	Brown, pp. 45-75
3.3	Need for Power			Bednarz, pp. 153-163	Films Taxation Without Representation, 16 min. C Williamsburg - The Story of a Patriot, 36 min. C
3.4	Maintenance of Power			Taxation and Government Services - Duval Consumer Education Curriculum, 1978	Deborah Sampon: A Woman In the Revolution, 15 min. C Fighting for Freedom, 18 min. C Nation in Crisis, 16 min. C Other Bednarz, Duplicating Masters, pp. 16-23

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE FIVE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0					Other Taxation and Government Service Services - Duval Consumer Education Curriculum, 1978

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE FIVE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Need for Resources	4 weeks		Bednarz, pp. 176-235	Textbooks King, pp. 276-308
4.1	Need for Land			Bednarz, pp. 176-179, 186, 216-221, 230-235	Brown, pp. 99-157
4.2	Ownership of Land			Bednarz, pp. 184-185, 188-195, 202-207, 222-229	Films Frontier Boy of the Early Midwest, 15 min. C. Lewis and Clark Journey, 16 min. C. Stagecoach West, 11 min. C
4.3	More Land/ More People			Bednarz, pp. 179-183, 196-201, 208-215,	Westward Movement IV - Texas and the Mexican War, 18 min. C. Other Bednarz, Duplicating Masters, pp. 24-34 Duval Career Awareness Program, Career Clusters From Which People Choose Careers, (C.A.P. Unit 4) Fifteen USOE Occupational Cluster list

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
SOCIAL STUDIES - GRADE FIVE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
5.0	Resources in Environments	5 weeks		Bednarz, pp. 244-299	Textbooks King, pp. 309-339
5.1	Difference in Use of Resources			Bednarz, pp. 264-285	Robinson, pp. 420-428 Brown, pp. 161-174
5.2	Destruction of Resources			Bednarz, pp. 264-285	Films Westward Movements III - Settling of the Great Plains, 17 min. C Background of the Civil War, 20 min. C.
5.3	Limited Resources			Bednarz, pp. 286-299	Heritage of Slavery, Part I and II, 53 min. C You Are There Series: Harriet Tubman and the Underground Railroad, 21 min. C Carver, George Washington, 11 min. B&W

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE FIVE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
6.0	Technological Advances	5 weeks		Bednarz, pp. 308-347	Textbooks King, pp. 344-411 Robinson, pp. 335-353
6.1	People and Resources			Bednarz, pp. 308-347	Other Bednarz Duplicating Masters, pp. 44-50

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

SOCIAL STUDIES - GRADE FIVE

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	Environment of the Earth	2 weeks			Textbooks King, pp. 452-467
7.1	Map Skills				Kit Stepein, "There" map and globe skills, pp. 58-108 Filmstrip Maps at work, The Riverside Publishing Company Flattening the Earth, The Riverside Publishing Company How Far, How High, How Deep, The Riverside Publishing Company The Earth Moves The Riverside Publishing Company Where and Which Way? The Riverside Publishing Company